

Civil Engineer Supervisor/Trainer's Guide for Conducting OJT



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Supervisor/Trainer's Guide for Conducting OJT

Overview

Purpose	<p>The purpose of this training guide is to provide a guide for managing, developing, and conducting enlisted on-the-job training. It includes an overview of training and responsibilities. It is meant to supplement mandatory guidance and requirements that govern Air Force enlisted on-the-job training. Elements of this process include:</p> <ul style="list-style-type: none">• Identifying Training Requirements• Conducting Training• Evaluating Training• Documenting Training
Who Should use this Guide	<p>This guide is should be used by individuals who work and are involved with, conducting day-to-day enlisted training activities. This includes:</p> <ul style="list-style-type: none">• Supervisors• Trainers• Certifiers
How to use this Document	<p>This document is designed as a “how-to” guide and should assist you in managing, developing, conducting, evaluating, and documenting training.</p>
The Format of this Document	<p>This document is written in the Information Mapping® format. This method of writing allows the document to be easily read and is user friendly, and makes it convenient to find key information.</p>
Additional Notes on Sections	<p>At the end of every section, there is a page to write additional notes. Use this area for unit specific items or additional information on the section topics.</p>

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Identifying Training Requirements	31
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References The following references were used in development.

- Education/Training. AF Handbook 36-2235, Volume 11, *Information for Designers of Instructional Systems: Application to Unit Training*. Department of the Air Force: Author.
 - Education/Training. AF Manual 36-2234, *Instructional System Development*. Department of the Air Force: Author.
 - Electrical Systems (AFSC 3E0X1). *Career Field Education and Training Plan*. Department of the Air Force: Author.
 - Personnel. AF Instruction 36-2101, *Classifying Military Personnel (Officers and Airmen)*. Department of the Air Force: Author.
 - Personnel. AF Instruction 36-2201, *Developing, Managing, and Conducting Training*. Department of the Air Force: Author.
 - Personnel. AF Instruction 36-2502, *Airman Promotion Program*. Department of the Air Force: Author.
 - Personnel. AF Manual 36-2236, *Guidebook for Air Force Instructors*. Department of the Air Force: Author.
 - Training. *Air Force Training Course: Study Guide/Workbook*. Department of the Air Force: Author.
 - Personnel. AF Manual 36-2247, *Planning, Conducting, Administering and Evaluating Training*. Department of the Air Force: Author.
 - Personnel. AF Manual 36-2245, *Managing Career Field Education and Training*. Department of the Air Force: Author
-

Training Responsibilities and Guidance

Overview

Introduction

On-the-job training is the foundation for qualifying enlisted personnel to perform their jobs. To accomplish this, specific people within the unit are involved with the training process. They include the following:

- Commander
- Unit Education and Training Manager (UETM)
- Supervisor
- Trainer
- Certifier
- Trainee

All these individuals must come together to accomplish the requirements of the training program.

In this Section

This section contains five areas.

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On-the-Job Training

Introduction to On-the-Job Training

Training is provided to enlisted personnel to qualify them for their jobs. This is accomplished through formal training and on-the-job training. Formal training includes attending courses through Air Education and Training Command (AETC), Air Force Institute of Technology (AFIT), and commercial sources. On-the-job training consists of:

- Upgrade training (UGT)
- Qualification training (QT)

Upgrade Training

Upgrade training is designed to increase knowledge and skills via CDCs, formal courses, and task performance. Successful completion leads to the award of a higher skill level.

Qualification Training

Qualification training applies to those involved with learning new tasks or in a conversion Air Force specialty (specialties that have merged together). It is actual hands-on training that allows an individual to become qualified in new requirements or a specific duty position.

Elements of Training

Training in the Air Force includes three distinct elements:

- Classroom experiences—informal lecture and discussion for knowledge
- Hands-on training—demonstration and performance of tasks
- Performance assessment—evaluation to validate that the trainee has learned the skills necessary to perform the tasks

Skill Levels

There are five skill levels individuals can achieve. They are:

- Helper--1-skill level
 - Apprentice--3-skill level
 - Journeyman--5-skill level
 - Craftsman--7-skill level
 - Superintendent--9-skill level
-

Responsibilities for On-the-Job Training

Introduction

Personnel must be trained and qualified to carry out their responsibilities. Everything must focus on these individuals, from identifying training requirements, to conducting, evaluating, and documenting training and progression. There are specific individuals involved with the unit-training program. They include:

- Unit Commander
- Unit Education and Training Manager
- Supervisor
- Trainer
- Certifier
- Trainee

All of these individuals come together to support the mission of the unit.

The Unit Commander

The unit commander has the overall responsibility for the unit education and training program. The commander does this by ensuring:

- Training satisfies mission needs
- Trainers and certifiers are identified and appointed in writing

As the leader and the manager of the organization, the commander must rely on other individuals to carry out the training process. The Unit Education and Training Manager is focal point in this process.

The Unit Education and Training Manager

The Unit Education and Training Manager is responsible to carry out the commander's education and training program. This includes:

- Teaching individuals how to train personnel, manage the training process, and complete training documentation
 - Providing assistance by performing work center training assessments and conducting training meetings
 - Teaching the Air Force Training Course
 - Developing and implementing policies and procedures
 - Advising the commander and personnel on the unit's training program
-

Responsibilities for On-the-Job Training

Continued

The Supervisor The supervisor has the overall responsibility for the trainee, ensuring the individual is trained and qualified. Specific items include:

- Planning and scheduling training
- Conducting initial evaluations
- Managing the career development course program
- Conducting and evaluating training
- Managing training documentation

This is accomplished through the assistance of the trainer and certifier.

The Trainer The trainer is the instructor or the teacher, the individual who trains the trainee. The trainer is also a coach and a mentor. Their responsibilities include:

- Maintaining qualifications on tasks they train
- Planning, conducting, and documenting training
- Using the Air Force Qualification Training Package (AFQTP) to teach core and diamond tasks
- Developing task breakdowns to teach any additional tasks
- Providing knowledge and background information
- Providing feedback to the trainee and supervisor

The Certifier The certifier is someone other than the trainer who evaluates the trainee's performance on any core or critical tasks. Their duties include:

- Maintaining qualifications on tasks they evaluate
- Evaluating and documenting training
- Using the AFQTP performance checklist to certify core and diamond tasks
- Developing evaluation tools when necessary
- Identifying the trainee's strengths and weaknesses
- Providing feedback to the trainee, trainer, and supervisor

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Responsibilities for On-the-Job Training

Continued

The Trainee

The trainee is the individual in training who learns the tasks to perform the job: the most important person in the training process. The trainee must:

- Understand the requirements of the training program
- Actively participate in the training process
- Budget their on-duty and off-duty time to complete assignments (e.g., CDC and AFQTP assignments)
- Maintain appropriate progress in the training program
- Become a productive member of the unit

Once the trainee is duty position qualified, the end result is a trained, qualified, and confident unit member.

Qualifications of Trainers and Certifiers

All trainers and certifiers must be appointed in writing by the unit commander and be certified on the tasks they train. They must also attend the Air Force Training Course taught by the unit or Base Education and Training Manager, or have attended a formal trainer and/or certifier's course. Additionally,

- trainers may be any rank
- certifiers must be a staff sergeant or above, or civilian equivalent.

Note: In the event of one-deep position work centers, the certifier may be a different specialty. If a person with the same specialty is in another work center in the unit, every effort should be made to utilize that person as the certifier.

Appointment of Trainers and Certifiers

The work center prepares the trainer and certifier appointment letter for the commander's approval. In the letter:

- the work center supervisor recommends appointment of trainers and certifiers
- designates if individuals are the trainers, certifiers, or both

After the commander approves the appointments, the letter is routed through the Unit Education and Training Manager for coordination.

Guidance for Training and Development

Introduction	The Air Force is governed by specific policy directives, instructions, manuals, pamphlets, and handbooks. These documents provide basic information on what personnel need to accomplish.
Guidance for Training Management	The primary guidance for administering the enlisted on-the-job training program is Air Force Instruction 36-2201, <i>Developing, Managing, and Conducting Training</i> , Air Force Manual 36-2247, <i>Planning, Conducting, Administering, and Evaluating Training</i> .
Developing Programs using Instructional System Development	<p>The Air Force also mandates the use of a specific procedure to develop education and training programs, called Instructional System Development. Anyone who develops education or training programs in the unit or formal training environment is required to use this process. Instructional System Development is divided into four phases:</p> <ul style="list-style-type: none">• Analysis Phase• Design Phase• Development Phase• Implementation Phase <p>Note: Evaluation is included throughout.</p>
Guidance for Developing Programs	<p>There are three primary sources for developing education and training programs in the unit. Refer to these documents for more information:</p> <ul style="list-style-type: none">• Air Force Manual 36-2234, <i>Instructional System Development</i>• Air Force Handbook 36-2235, Volume 11, <i>Information for Designers of Instructional Systems: Application to Unit Training</i>• Air Force Manual 36-2236, <i>Guidebook for Air Force Instructors</i>

[illegible]

Publications/Documents for Training

Overview

Introduction

Training documents are the tools that bind the training program together. They provide standardization in tracking progression and qualifications, and furnish a means for maintaining official records. The training documents discussed in this area are:

- Air Force Form 623, Individual Training Record
- The Career Field Education and Training Plans (CFETP)
- Civil Engineer AFQTP Documentation Record.
- The Career Development Courses (CDCs)

In this Section

This section contains seven areas.

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Air Force Form 623, Individual Training Record

Purpose	The purpose of the Air Force Form 623, Individual Training Record, is to provide a current history of an individual's training progression. It must be kept up-to-date and reflect accurate qualifications of the individual.
Who Must Have One	<p>The supervisor must maintain the training record for the following:</p> <ul style="list-style-type: none">• Individuals in ranks airman basic through technical sergeant• Senior noncommissioned officers in retraining or when directed by the Air Force Career Field Manager, commander, or supervisor• Officers designated by the Air Force Career Field Manager.
Documents Included in the Training Record	<p>Some publications/documents that can be contained in the training record include:</p> <ul style="list-style-type: none">• Career Field Education and Training Plan• Air Force Form 797, Job Qualification Standard Continuation Sheet• Air Force Form 623a, On-the-Job Training Record Continuation Sheet• Air Force Form 803, Report of Task Evaluations• Air Force Form 1098, Special Task Certification and Recurring Training• AFQTP Documentation Record
Who Maintains the Training Record	The supervisor maintains the Air Force Form 623 in a secure area. However, it must be accessible to the Unit Education and Training Manager, trainer, certifier, trainee, and other individuals who have a need.
How to Document	Entries are made in pencil. All entries in the training records need to be neat and legible.
What to Document	<p>Document the following information on the Air Force Form 623:</p> <ul style="list-style-type: none">• Section I – Identification Data• Section II – ECI/CDC Participation• Section III – Formal Training.

Continued on next page

Air Force Form 623, Individual Training Record

Continued

Format of the Training Record

The Training Record is available in two formats:

- Air Force Form 623: this is the standard file folder style.
 - Air Force Form 623B: this format consists of peel off labels that are applied to a six-part folder.
-

Section I

Document the identification data. This information can be found on the unit manning document, alpha roster, or OJT roster.

- Name: enter the individual's name
- Grade/Rank: update this information when the individual is promoted
- DAFSC (duty Air Force specialty code)/Job Series: the individual is performing duty in this AFSC
- Individual's Signature: the individual signs this block
- Date: enter the date here

NOTE: The trainee signs only after receiving a training briefing.

I. IDENTIFICATION DATA		
Last Name, First Name, Middle Initial	Grade/Rank	DAFSC/Job Series
SMITH, JAMES, M	SrA	3E051
Individual's Signature <i>James M. Smith</i>		Date 1 Apr 01

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Air Force Form 623, Individual Training Record

Continued

Section I, Continued

In addition to the DAFSC, there are other Air Force specialty codes used to manage personnel:

- PAFSC (primary Air Force specialty code): the individual is best qualified to perform duty in this awarded AFSC
- CAFSC (control Air Force specialty code): this code is a management tool used to:
 - Make airmen assignments
 - Assist in determining training requirements
 - Consider airmen for promotion

Section II

Enter information for successfully completed career development courses and other Extension Course Institute (ECI) courses. Include the:

- Course number and title
- Number of volumes
- Month and year completed

NOTE: ECI has changed to the Air Force Institute of Advanced Distributed Learning (AFIADL).

II. ECI/CDC Participation		
Course NUMBER AND TITLE A	NO. OF VOLUMES B	DATE COMP (Mo. & Yr.) C
CDC 3E051A, Electrical Systems Journeyman	3	Oct 96
CDC 3E051B, Electrical Systems Journeyman		

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Air Force Form 623, Individual Training Record

Continued

Section III Document successful completion of all formal technical courses and other specialty related courses. Also include:

- Training management courses (e.g., Air Force Training Course)
- Professional Military Education (e.g., Airman Leadership School)
- Commercial courses (e.g., contractor, college)

III. Formal Training	
COURSE NUMBER AND TITLE	DATE COMPL
J3AZR3E051 003, Cathodic Protection Maintenance	11 Mar 95
J6AJI3S251 000, Air Force Training Course	12 May 96
J3ACR3E070 000, Civil Engineer Management Craftsman Course	8 Jun 97

**Reaccomplish-
ing the Training
Record** The previous edition of the Air Force Form 623 may still be used. Reaccomplish the training record only when it is mutilated, dirty, or illegible. When this is done, transfer all applicable information and documents to the new form.

The Career Field Education and Training Plan

Purpose The Career Field Education and Training Plan (CFETP) is the primary document for:

- Developing
- Conducting
- Evaluating training

It is a cradle-to-grave document that encompasses the education and training requirements for a specialty. It is also the core document used to identify, conduct, evaluate, and document training.

Information Included in the CFETP The CFETP is in two parts. Part I includes information on:

- Skill level requirements and descriptions
- Formal education available
- Degree completion requirements for the Community College of the Air Force

Part II contains the Specialty Training Standard, which identifies the most common knowledge items and tasks for the specialty, formal course training, and career development course requirements.

Certifying Officials All individuals who are trainers or certifiers must print their names and sign their initials on the Certifying Officials' page in the Specialty Training Standard.

This block is for identification purposes only.		
Name of Trainee		
Printed Name (Last, First, Middle) Smith, James M.	Initials (Written) JMS	SSAN 123-45-6789
Printed Names and Written Initials of Training and Certifying Officials		
N/I Steven M. Randolph SMR	N/I	
N/I Laura T. Kramer LTK	N/I	

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The Career Field Education and Training Plan

Continued

Core Tasks	Core tasks are the minimum requirements identified for a skill level for upgrade and certification. These requirements are established by the Air Force Career Field Manager, and, by subject matter experts during the Utilization and Training Workshops (U&TW).
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Diamond Tasks	Diamond tasks are the same as core tasks. The only difference between diamond tasks (found in the Specific Contingency module of the STS) and core tasks is that equipment shortage throughout the Air Force making hands-on training difficult to obtain. The Trainee <i>is not</i> certified on diamond tasks until hands-on training has been accomplished.
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“Go/No Go” Standard	Tasks are trained and certified to the “go/no go” standard. “Go” means the individual can perform the task without assistance and meets local requirements for accuracy, timeliness, and correct use of procedures. The “go/no go” standard equates to a “3c,” as identified in the proficiency code key (Figure 1).
----------------------------	--

Documenting the Specialty Training Standard	Identify the current duty position requirements by circling the subparagraph number next to the task statement. <ul style="list-style-type: none">• The trainer adds the start date when training begins.
--	---

Note: The date format is: the date, the month spelled out by three alpha letters and the year as two digits. Example: 23 Mar 99

- When training is finished and certified--add the completion date, and the trainer, certifier, and trainee initials.

Note: For non-core or non-critical tasks, only the trainer and trainee initials are required. (A certifier evaluation is not required. See example on the following page)

Continued on next page

The Career Field Education and Training Plan

Continued

Task Knowledge And Technical References	Core/ Wartime Tasks	Certification for OJT				
		A	B	C	D	E
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials
12. PLANNING AND LAYING OUTWORK TR: AFM's 91-3,						
12.1. Reading wiring diagrams, schematics, specifications, drawings, staking sheets, and one line diagram	*/2b	19 Sep 96	28 Jan 97	JMS	LTK	SMR
12.2. Plan sequence and production priorities for work operation		3 May 96	9 Sep 96	JMS	LTK	
12.3. Inspection and maintenance						

Proficiency Code Key

Purpose of the Proficiency Code Key

The purpose of the proficiency code key is to provide the qualitative requirements using principles of the classification process (Figure 1). It includes the:

- Task performance levels
 - Task knowledge levels
 - Subject knowledge levels
-

What is the Code Key used for

The proficiency code key is used for developing resident training and nonresident courses. This includes:

- Resident training
 - Initial skills 3-level course
 - Formal in-resident 7-level course
 - Non-resident training
 - Career development courses
 - Specialized courses.
-

How the Code is used

The proficiency code key shows the level of training provided in formal courses. It also indicates the proficiency to be demonstrated on the job by graduates as a result of the training provided in the courses. It is used by:

- Curriculum developers
 - Supervisors
 - Trainers
 - Certifiers
-

Additional uses

Supervisors use the proficiency code key during the initial evaluation of a recent graduate of resident training.

- Locate the proficiency codes in the 3- or 7-level residence column that applies to the course the individual just graduated.
 - Evaluate the trainee on the items based on the specified codes.
-

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Qualitative Requirements

Proficiency Code Key		
	Scale Value	Definition: The individual
Task Performance Levels	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (Extremely limited)
	2	Can do most parts of the task. Needs only help on hardest parts. (Partially proficient)
	3	Can do all parts of the task. Needs only a spot check of completed work. (Competent)
	4	Can do the complete task quickly and accurately. Can tell or show others how to do the task. (Highly proficient)
Task Knowledge Levels ★ ✓ (see note below)	a	Can name parts, tools, and simple facts about the task. (Nomenclature)
	b	Can determine step by step procedures for doing the task. (Procedures)
	c	Can identify why and when the task must be done and why each step is needed. (Operating principles)
	d	Can predict, isolate, and resolve problems about the task. (Advanced theory)
Subject Knowledge Levels ★ ✓ ✓ (see note below)	A	Can identify basic facts and terms about the subject. (Facts)
	B	Can identify relationship of basic facts and state general principles about the subject. (Principles)
	C	Can analyze facts and principles and draw conclusions about the subject. (Analysis)
	D	Can evaluate conditions and make proper decisions about the subject. (Evaluation)
Explanations ★ ✓ A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Example: “b” and “1b”) ★ ✓ ✓ A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks. /X This mark is used in course columns to show that training is required but not given due to resource constraints. / Lower code (3c/2b) indicates that a task is being trained to a level that is lower than required. Specific tasks not identified with a symbol or proficiency code key (blank) indicates that no training is provided in the course or CDC. Major commands and/or units may establish scale values and combat training as dictated by mission requirements.		

Figure 1, Proficiency Code Key Qualitative Requirements

Transcribing Procedures

Introduction	When a new training standard is published, the supervisor must transcribe current and previous qualifications to the new document.
Core and Critical Tasks	<p>For core and/or critical tasks previously certified:</p> <ul style="list-style-type: none">• Circle the tasks in pencil, then evaluate airman's current qualifications and validate airman's ability to complete the task• Next, enter new certification date (third party certification required)• And finally, enter the certifier's and trainee's initials
Non-Core Non-Critical Tasks	<p>For tasks previously qualified and required in current duty position.</p> <ul style="list-style-type: none">• Circle the task in pencil, then evaluate current qualifications and validate airman's ability to complete the task• Next, enter new certification date (third party certification not required)• And finally, enter the trainer's and trainee's initials
Previous Certifications of Non-Core Tasks	<p>To transcribe previous certifications for tasks not required in the current duty position:</p> <ul style="list-style-type: none">• Carry forward only the previous completion dates• Do not write the initials of another person
Previously Certified Tasks Now Required	<p>For tasks that were previously certified and not required in the current duty position (as shown before), but are <u>now</u> required:</p> <ul style="list-style-type: none">• Circle the tasks in pencil, then evaluate current qualifications and verify• Recertify by erasing the old completion date and adding the current date as the completion date (as in the current qualifications)• Enter the certifier's and trainee's initials only

Note: If the individual can no longer perform the task, erase the old completion date and add the new start date when you begin training the task.

Continued on next page

Transcribing Procedures

Continued

Core Tasks Any new core tasks not currently certified must be completed unless otherwise identified.

Additional Information Always refer to the transcribing procedures listed in Part II of the CFETP, Section A, the Specialty Training Standard. These are written by the Air Force Career Field Manager, and will provide any other specific requirements. Check with the UETM to ensure you are following the most current guidance directed.

Task Knowledge And Technical References	Core/ Wartime Tasks	Certification for OJT				
		A	B	C	D	E
		Tng Start	Tng Complete	Trainee Initials	Trainer Initials	Certifier Initials
12. PLANNING AND LAYING OUTWORK TR: AFM's 91-3,						
12.1. Reading wiring diagrams, schematics, specifications, drawings, staking sheets, and one line diagram	*2b		1 Apr 01	JMS		SMR
12.2. Plan sequence and production priorities for work operation			1 Apr 01	JMS	LTK	
12.3. Inspection and maintenance			1 Sep 97			

AF Qualification Training Packages (AFQTP)

Purpose	AFQTPs are lesson plans used by the Trainer / Certifier / Trainee to aid in the training process. They standardize training across the AF and prevent the unintentional bypassing of key steps of a task. They provide additional task knowledge in preparation for hands-on OJT.
Policy	Completion of AFQTPs is mandatory for all Core and Diamond tasks. All core tasks must be certified through hands-on training for upgrade. Diamond tasks are the same as core tasks. The only difference between diamond tasks and core tasks is that equipment shortage throughout the Air Force making hands-on training difficult to obtain. The Trainee <i>is not</i> certified on diamond tasks until hands-on training has been accomplished.
AFQTP Deliverables	<p>AFQTPs come as:</p> <ul style="list-style-type: none">▪ Paper-based (<i>all</i> AFQTPs have a paper element)▪ Multi-Media Products<ul style="list-style-type: none">▪ CD-ROMs▪ Videos
Maintenance and Disposition	<p>The UETM is responsible for maintaining a complete library of the multi-media AFQTPs (i.e. CD-ROMs and videos). The UETM must maintain positive control of these products. He/she may hand receipt the AFQTPs to shop supervisors. It is not necessary, nor recommended, to maintain a copy of the paper AFQTPs.</p> <p>Note: The supervisor must ensure trainee is issued most current AFQTP (downloaded from the web).</p>
CerTest	Completion of the corresponding CerTest is required for all diamond tasks (◆). A minimum passing score of 80% is required. CerTests for all core tasks (*) are optional. Schedule CerTests through the UETM. Completion of the CerTest does not eliminate the need for hands-on certification on diamond tasks.

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Recording Completion of AFQTPs

The completion of AFQTPs is documented using the ***CE AFQTP Documentation Record*** (available on the AFCESA web site). This record contains all core/diamond tasks identified for each AFSC and will be maintained in the AF Form 623 until member is upgraded to a 7-skill level.

Upon successful completion of a unit within the AFQTP, the Trainer and the Trainee (no certifier initials; certification ***does not*** take place on this form) will:

- Enter the completion date on the ***AFQTP Documentation Record***
- Initial the ***AFQTP Documentation Record*** (figure 2)
- If performance feedback is needed, use an AF Form 623a, *On-the-Job Training Record Continuation Sheet*.

Continued on next page

AF Qualification Training Packages (AFQTP)

Continued

Information for diamond (♦) coded tasks: Tasks identified by a diamond (♦) in column 3 are considered contingency/war tasks for both the 5- and 7-skill level and are extremely important to the career field. Equipment shortfalls at most locations however, have created problems with the actual hands-on certification of these tasks. Completion of the task's QTP and corresponding CerTest is required for upgrade and qualification training. Perform hands-on (i.e. certification) training when the equipment becomes available.							
1 TASK NUMBER	2 TASKS, KNOWLEDGE, AND TECHNICAL REFERENCES	3 * 5 LEVEL * 7 LEVEL	4 START DATE	5 COMPLETE DATE	6 TRAINEE'S INITIALS	7 TRAINER'S INITIALS	8 CerTest COMP DATE
30	AFSC SPECIFIC CONTINGENCY RESPONSIBILITIES TR: AFIs 10-210; 10- 211; 32-1026; TOs 35E-5-6-1, 35E4-132-1, 35E4-94-1; Army TMs 10-8340-207-14, 10-450-200-12; WMP-1, Annex S; (Mar 95); AFPAM 10-219, Vol 2, 3, 4, & 5						
30.1.1.1.3.1.	Concrete	CerTest # 8012 ♦					
30.1.1.1.3.2.	Soil	CerTest # 8013 ♦					
30.1.1.1.3.3.	Asphalt Over Soil Lightning protection systems (Test)	CerTest # 8014 ♦	1 May 00	4 May 00	JMS	LTK	5 May 00
30.1.1.1.3.4.	Asphalt Over Concrete	CerTest # 8015 ♦					
30.1.1.1.4.1.	Daily	CerTest # 8016 ♦	3 Jul 00				
30.1.1.1.4.2.	Weekly	CerTest # 8016 ♦					
30.1.1.1.4.3.	Monthly	CerTest # 8016 ♦					
		CerTest # 8017 ♦					
30.1.1.1.4.4.	Quarterly	Cer Test # 8017 ♦					
30.1.1.1.4.7.	After-Arrestment	Cer Test under development ♦					
30.1.1.1.7.1.	Tape crop	CerTest # 8022 ♦					
30.1.1.1.7.2.	Tape connector wear	CerTest # 8022 ♦					
30.1.1.1.7.3.	Reeve tape connector	CerTest # 8022 ♦					
30.1.1.1.7.4.	Tape replacement	CerTest # 8022 ♦					
30.2.2.2.1.	Installation	CerTest # 8075 ♦					
30.2.2.2.2.	Operation	CerTest # 8075 ♦					
30.2.2.2.3.	Maintenance	CerTest # 8075 ♦					
30.2.4.1.1.	Install / Operate	*	2 Jun 99	8 Jun 99	JMS	LTK	
30.2.4.1.2.	Ground generators	Optional CerTest # 8087 *					
30.2.4.1.3.	Phase generators	*					
30.2.4.1.4.	Parallel generators	*					
30.2.4.2.1.	Install / Operate	Optional CerTest # 8023 ♦					
		CerTest # 8024 ♦					
		CerTest # 8025 ♦					
		Optional CerTest # 8026 ♦					
		Optional CerTest # 8027 ♦					

Figure 2

CE AFQTP Documentation Record (Portion of 3E0X2)

Career Development Courses (CDCs)

Purpose	<p>CDCs provide information on facts and principles for a specialty. CDCs:</p> <ul style="list-style-type: none">• Are the foundation for specialties• Include background data on subject and task knowledge
Who Must Enroll	<p>If a CDC is required when an individual enters upgrade training, the trainee must be enrolled. The unit training manager maintains a list of CDCs required for each specialty published by the Air Force Institute of Advanced Distance Learning (AFIADL)</p> <ul style="list-style-type: none">• The supervisor requests enrollment in the CDC• The UETM orders the CDCs through Personal Concept III (PC-III)
Receiving the CDC	<p>Once the CDCs are received, the UETM issues the materials to the supervisor and trainee, and briefs them on their proper use.</p> <ul style="list-style-type: none">• The supervisor and trainee conduct an inventory of the materials <p>The trainee makes all the necessary course corrections, then the supervisor verifies them for accuracy</p>
Issuing the CDC Volumes	<p>The supervisor maintains the CDC package and issues the volumes one at a time, in any order. The sequence of issue is based on the requirements for training. The time allotted to complete the CDC is 12 months, if necessary, a four month extension allowed. The supervisor should:</p> <ul style="list-style-type: none">• Establish a completion time of normally no more than 30 days per volume• Establish the overall course completion schedule and forward a copy to the Unit Education and Training Manager• Plan for concurrent knowledge and task training• Use a CDC status worksheet to track the progression (Figure 3)• Document the Air Force Form 623a <p>Note: If the trainee exceeds the time limits, the supervisor should counsel the individual, place him/her in a supervised review study, and document this on the AF Form 623a. If an extension for the CDC enrollment is required, the supervisor must coordinate and request it through the UETM.</p>

Continued on next page

Career Development Courses (CDCs)

Continued

Completing the Unit Review Exercises

The trainee completes the unit review exercises (URE). The URE is completed “open book”-- it is not a “test.” Once completed, the trainee annotates the information at the top of the ECI Form 34, ECI Field-Scoring Answer Sheet, then transcribes the answers.

Afterwards, the supervisor scores the answer sheet and places it in the training record, then conducts review training for any items missed. The following items on the answer sheet should also be completed:

Review Training <input type="checkbox"/> Not Required <input type="checkbox"/>	Date Started	Date Due Completion	Date Completed
Supervisor's Signature		Trainee's Signature	

Note: If directed by the commander, the unit training manager scores the URE, gives the results to the trainee, and places in the training record.

Preparing for the Course Exam

When all the volumes are completed, the supervisor completes the request for the course examination.

- The supervisor starts reviewing the entire CDC package with the trainee to prepare for exam.
- This must be a comprehensive review of all the CDC materials, not just the UREs.
- The use of the CDC course exam (CE) assessment tools (tests) located in the CerTest program is **highly** recommended.

Taking the Course Exam

Once the course exam arrives at Base Training, the trainee normally has 30 days to take it. Base Training sends the unit training manager a CDC Examination Notification Letter. The UETM:

- Notifies the work center the test has arrived
- Schedules the test with the supervisor and trainee
- Completes the test notification letter and returns it to Base Training

The trainee must report for testing on the designated date in uniform, on time, and with a valid military identification card. The minimum passing score is 65%. The results may take two to three weeks to receive back from AFIADL.

Continued on next page

Career Development Courses (CDCs)

Continued

Electronic Testing	Electronic CDC course exam testing is currently available at some installations, with more coming on-line everyday. The testing procedures are identical to those in the prior section. Instead of using a pencil and “bubble” test sheet, the trainee will answer the questions on a computer. One major benefit to electronic testing is the immediate feedback of test results. The trainee will know the results of the CE before leaving the test facility. This means the next set of CDCs can be issued right away versus waiting up to 2 weeks for results. This equates to quicker upgrade. Ask you UETM if your base has the ability for electronic testing.
Satisfactory Completion	When Base Training receives notification of satisfactory course completion on ECI Form 9, they forward the card to the unit for inclusion in the training record. The supervisor must conduct review training on any items missed and document it on the ECI Form 9 and the AF Form 623a. If there are any more required CDCs, the CDC process will continue until all CDCs are completed.
First Unsatisfactory Completion	<p>If the trainee fails the course exam on the first attempt, they will automatically be allowed to retake the exam. The trainee must be placed in supervised review study. The commander, with the assistance of the training manager:</p> <ul style="list-style-type: none">• Conducts an interview with the trainee and supervisor• Determines the reason for failure and corrective action required <p>The supervisor conducts the required review training and notifies the training manager to schedule the retake of the exam. If the trainee passes the retake, the individual progresses as stated for a satisfactory completion.</p>

Continued on next page

Career Development Courses (CDCs)

Continued

Second Unsatisfactory Completion

If the trainee fails the course exam on the second attempt, the commander, with the assistance of the training manager, interviews the supervisor and trainee to determine the reason for failure. After reviewing the facts, the commander decides on one of four options:

1. Keep the airman in training; provide, evaluate, and certify career knowledge training for the CDC; and upon successful completion, request a waiver for the CDC requirement.
2. Withdraw the airman from training for failure to progress to the next higher skill level (training status code "T"), and evaluate for future reentry into UGT, and waiving of the CDC requirement.
3. Withdraw the airman for failing to progress, request AFSC withdrawal, and recommend retraining or return to a previously awarded AFSC
4. Withdraw the airman for failure to progress, and pursue separation

The commander informs the trainee and supervisor of the option chosen and initiates the appropriate actions. The trainee **may not** re-enroll in the CDC after the second failure.

CDC Status Worksheet

Trainee Name	Grade	Workcenter/Phone
Social Security Number	CDC	Enrollment Date
Supervisor/Trainer		Cancellation Date

Volume	Date Issued	Estimated Completion Date	Date Completed	URE Score	Date Completed CerTest VRE	Score

Date Completed CerTest End of Course Review Exercises:		Score:	
--	--	--------	--

Supervisor, trainee, and trainer (if applicable) briefed and materials issued on: _____

 Unit Training Manager Supervisor Trainee

Request for Course Exam **Date:** _____

Please order the course exam. I certify that the trainee has completed the CDC and volume review exercises, and is prepared to take the course exam. I (or the trainer) will conduct a comprehensive review of the entire CDC prior to allowing the trainee to test.

 Supervisor's Signature

 Trainee's Signature

Figure 3, CDC Status Worksheet

[illegible]

Identifying Training Requirements

Overview

Introduction The supervisor must identify the training requirements for the trainee. This is done by:

- Reviewing the work center requirements indicated on the Master Task Listing (MTL)
- Identifying and assigning duty position requirements.

Any tasks not completed and certified become the basis and requirements for training.

In this Section This section contains eight areas.

Topic	See Page
Developing a Master Task Listing (MTL)	32
The Initial Orientation	34
The Initial Evaluation	35
Formal Training	36
Distance Learning	39
Requirements for Skill Level Upgrade and Award	40
Requirements for Qualification Training Completion	44
Additional Notes	46

Developing a Master Task Listing (MTL)

What is the MTL	It is a document maintained within the work center that identifies all peacetime and wartime tasks performed by the work center.
------------------------	--

Who develops the MTL	The work center supervisor, with the assistance of the UETM, is responsible for developing a Master Task Listing (MTL).
-----------------------------	---

Items to include on the MTL	Use the CFETP, AF Form 797, AF Form 1098, or automated products to develop the MTL. Items (tasks to identify) to include are:
------------------------------------	---

- Core tasks
 - Normal day-to-day taskings
 - Wartime/Contingency tasks
 - Special Certification(s) and recurring requirements
 - Local taskings (e.g., additional duties) the work center / individual performs
-

Coding the MTL	Use some type of coding system to identify “who does what” in the work center. Codes may consist of symbols and/or colors. Some examples include identifying:
-----------------------	---

- 3-level duty position tasks
- Upgrade requirements
 - 5-level tasks
 - 7-level tasks
- Qualification training requirements
- Supervisor responsibilities
- Management responsibilities

Note: All work center personnel must be able to interpret the coding system.

Continued on next page

Training Charts

If desired, use a training chart (AF Form 1320, 1320a, or automated spreadsheet) to document and track training.

- When properly prepared and used, the training chart will assist in:
 - Determining individual and group needs
 - Planning and scheduling training
 - Determining the extent to which there is a trained staff as needed to perform the mission
 - Determining the progress of training
 - Making work assignments

Note: The training chart does not replace the training record as the source document for training. If a training chart is used it must accurately reflect the information contained in the AF Form 623.

The Initial Orientation

Purpose	The purpose of the initial orientation is to acquaint the new individual with the work center and explain their responsibilities and requirements. The supervisor will also discuss the roles and responsibilities of other individuals involved with the training process.
The Initial Orientation	<p>It is the supervisor's responsibility to conduct the initial orientation. This should include, as a minimum:</p> <ul style="list-style-type: none">• What the trainee will be doing• What is expected of the trainee• Supervisor's responsibilities to the trainee• Trainer's responsibilities to the trainee• Trainee's responsibilities to the supervisor, trainer, and training program• Time lines and mandatory requirements which must be met for position qualification and certification• CDC and AFQTP requirements
Providing the Orientation	<p>The supervisor should provide the initial orientation to the individual as soon as possible after they arrive in the work center. Other specific items to include are:</p> <ul style="list-style-type: none">• Duty hours and shifts• Uniform requirements (e.g., blues, battle dress uniforms)• Parking locations• Dining facilities

The Initial Evaluation

Purpose	The purpose of the initial evaluation is to assess an individual's present qualifications and compare with the requirements of the job. Whatever qualifications/certifications the individual is lacking, as compared to the MTL, becomes their training requirements.
Conducting the Initial Evaluation	<p>The supervisor conducts and documents the initial evaluation within 90 days of assignment. This includes:</p> <ul style="list-style-type: none">• Reviewing past training• Identifying duty position requirements• Validating previously certified tasks• Determining training requirements
Reviewing Past Training	Review the individual's AF Form 623, Training Record and conduct an interview with the trainee. This will indicate the past training and experience.
Identifying Duty Position Requirements	Use the Master Task Listing to identify the individual's duty position requirements. This should include core tasks, wartime requirements, and any additional duties required of that position. Determine which tasks are completed or in need of completion.
Validating Previously Certified Tasks	<p>Validate those tasks previously certified and required for the job. This includes:</p> <ul style="list-style-type: none">• Performance evaluations• Oral evaluations• Written evaluations (CerTest contains numerous evaluation tools) <p>Note: If an individual was qualified on a task but can no longer perform it, simply delete the previous certification, and begin training when required.</p>
Determining Training Requirements	<p>To determine the training requirements, identify the tasks that are not completed but needed for the job. This will indicate:</p> <ul style="list-style-type: none">• What tasks need to be trained• How much training the individual will need

Formal Training

Introduction

Formal Training is training provided by Air Education and Training Command (AETC) and the Air Force Institute of Technology (AFIT). It is administered at locations throughout the world.

Other sources include interservice and commercial, non-government, courses available through:

- Colleges
 - Vocational schools
 - Vendors
-

Air Education and Training Command Courses

The purpose of AETC courses is to provide structured formal courses to support basic, advanced, and supplemental training.

- Military and civilian personnel are eligible to attend
 - Refer to Air Force Education and Training Course Announcements (ETCA) for prerequisites and course descriptions.
-

Air Force Institute of Technology Courses

The purpose of AFIT courses is to provide defense-focused graduate and continuing education, research, and consultation to improve Air Force and joint operational capability.

- Military and civilian personnel are eligible to attend
 - Refer to the AFIT web site for prerequisites and course descriptions
-

Forecasting Requirements

The work center forecasts the requirements. This is accomplished by identifying annual formal training and professional continuing education requirements for two fiscal years out. Determine training requirements by reviewing:

- Losses and replacement of personnel
 - New equipment and changes in mission requirements
 - Other factors that may affect training requirements
 - Core tasks
 - Work center task lists to ensure 100% task coverage
-

Continued on next page

Levels of Urgency

Levels of urgency indicate the impact of the mission if training is not obtained.

- Level 1--Mission Accomplishment: Accomplishment of the Air Force mission objective will not occur if training requirements are not satisfied. Units will fund if not supported by Air Force funding.
- Level 2--Mission Sustainment: Training required to maintain the Air Force's readiness posture.
- Level 3--Mission Enhancement: Training that fosters the effective use of resources to improve the Air Force's mission capability.

Completing the AF Form 3933

Submit one AF Form 3933, MAJCOM Mission Training Request, for each course required. Work centers will identify their requirements for military and civilian personnel and consolidate their requests on the forms. Additional information for completing the form includes:

Block	Description
8	Brief Course Description: This block must also include the timeframe or quarter, and number of people you are requesting slots for (e.g., Qtr 1 - 2, Qtr 2 - 1, Qtr 3 - 1, Qtr 4 - 0).
10	All Level 1 requests must include a <u>justification</u> in this area. Level 2 and 3 do not require justification. However, for all levels, the applicable commander must concur the course is a valid requirement.
12	Requestor. Must be the unit-training manager.
15	Certifier. This block must include the commander's information: commander's name, rank, and phone number. The commander must approve all Level 1 requests.

Allocating Slots

Once the unit receives the allocations for the upcoming fiscal year, they must be verified as valid requirements (e.g., the courses are still needed to train unit personnel). After that, work centers must:

- Coordinate who needs to attend
- Provide names and social security numbers to the training manager

Continued on next page

Out-of-Cycle Requests

A work center may request out-of-cycle training within the same fiscal year if it is a valid requirement for an individual. Examples of this include:

- Immediate changes in mission requirements
- New individual arrives in the work center without the required training

The work center writes the request letter to the commander and includes the justification. It is routed to the training manager for forwarding to Formal Training.

Requesting a Waiver to Prerequisites

You may request waiving prerequisites for attending a course. The technical school is the final waiver authority. This letter is prepared by the work center for the Command Functional Manager's signature.

- Provide the name of the individual the waiver for
 - Fully explain the request for the waiver
 - Include enough justification to support the request
 - State the course number, name, and course date
 - Route through the training manager for processing
-

Commercial Training

A critical element of identifying available training includes researching what the Air Force cannot train, then obtaining the training through commercial, and non-government sources. This involves knowing what equipment and material is not available at the duty location or through the formal training environment. Sources include:

- Colleges
- Vocational schools
- Vendors

The requestor must coordinate this requirement through the commander for approval. After that, contact the source to schedule the training and complete a DD Form 1556, Request, Authorization, Agreement, and Certification of Training and Reimbursement.

Distance Learning

Introduction	<p>AETC provides distance learning through the Air Technology Network, a satellite-based educational network providing distance learning capabilities for:</p> <ul style="list-style-type: none">• AFIT• Air University• Technical Training• The Air National Guard
How Distance Learning Operates	<p>Distance Learning operates by computer down-link to a specific classroom on an installation. Several bases can “attend” the class, and the system is designed to be interactive. Personnel attending the training can speak to both the instructor and to other bases.</p>
Obtaining Classes	<p>Review the schedule of classes in the Distance Learning Guide and Annual Broadcast Schedule. To obtain classes, complete the “Broadcast Request/Cancellation Worksheet” in the Distance Learning Guide.</p> <ul style="list-style-type: none">• Submit the request to the unit-training manager no later than 60 days prior to the class start date for processing.• The requestor must identify a facilitator for the course who will also act as the point of contact.• Refer to the Distance Learning Guide and Annual Broadcast Schedule for class descriptions and dates.• All personnel identified in the class descriptions are eligible to attend.
The Role of the Facilitator	<p>The class facilitator will act as the point of contact for the class. They will:</p> <ul style="list-style-type: none">• Receive class materials• Facilitate the class while in progress• Take care of administrative tasks associated with the class
Cancellation of Classes	<p>The facilitator/point of contact must request class cancellation using the “Broadcast Request/Cancellation Worksheet.”</p>

Requirements for Skill Level Upgrade and Award

Introduction

The supervisor initially identifies duty position requirements, then the trainee begins upgrade training. This includes hands-on training and completion of career development courses, if required. The trainee:

- continues with on-the-job training.
- is trained and certified on the core and diamond tasks and work center requirements.

Individuals must complete all the requirements identified for their skill levels.

The Training Status Codes

Training status codes are used to identify and manage airmen qualification and skill-level upgrade training. The most commonly used training status codes are:

- B: The airman is receiving 3-skill-level experience or is in upgrade training for the initial award of the 5-skill-level AFSC.
- C: The airman is in upgrade training for the initial award of the 7-skill-level AFSC (staff sergeant selects and above).
- D: The airman has received the highest skill level possible at the current grade and is receiving hands-on, performance-based training to qualify in a specific position. Airmen must remain in this code until they qualify in all tasks required for the position.
- R: The airman is fully qualified. Use this code when personnel complete upgrade training and qualification training.
- T: The commander is not recommending the airman for entry into upgrade training or withdraws the airman from upgrade training for failure to progress to the next higher skill level.

Note: A complete list of training status codes can be found in AFI 36-2201, Attachment 4.

3-Level Requirements

Once an individual graduates from technical school, they are placed in 3-level apprentice training. During this time, they should:

- Begin to learn the unit mission
 - Start training on duty position requirements
-

Continued on next page

Requirements for Skill Level Upgrade and Award

Continued

5-Level Upgrade Requirements

The 5-level requirements include:

- A minimum of 15 months in upgrade training (six months for retrainees)
- Completion of all core tasks and duty position requirements
- CDCs if required
- Meeting mandatory requirements in the CFETP and specialty description (AFQTPs and appropriate CerTests)

Once these items are completed, the airman is eligible for award of the 5-level if recommended by the supervisor. However, if the individual has not completed the training requirements, they must continue in training until they are qualified.

Eligibility for Staff Sergeant Promotion Cycle

At 36 months time in service, the trainee is normally promoted to the rank of senior airman unless prohibited due to an administrative action. They are eligible to test for promotion if their date of rank is 1 February or earlier. Individuals without a 5-level must have a skill level waiver (for a valid reason) authorized by the commander. If an individual is selected for promotion, they must be awarded their 5-level prior to sew on.

7-Level Upgrade Requirements

When an individual is selected for promotion to staff sergeant, they begin upgrade training on the first day of the promotion cycle, 1 September.

The 7-level upgrade requirements include:

- A minimum of 12 months in upgrade training
 - Completion of all core tasks and duty position requirements
 - CDCs (if required)
 - Exportable courseware (if required)
 - Attending the formal 7-level course in residence (exception – 3E7X1)
- Meeting mandatory requirements in the CFETP and specialty description (AFQTPs and appropriate CerTests)

Continued on next page

Requirements for Skill Level Upgrade and Award

Continued

Awarding the Skill Level

When an individual has completed all the mandatory requirements, the supervisor recommends and requests award of the skill level through the unit training manager. The supervisor:

- Completes the Upgrade Training Request Worksheet (Figure 4)
- Completes the AFRC Form 56 for Air Force Reserve personnel
- Submits the documented AF Form 623 to the training manager

The commander or designated representative (e.g., training manager) approves this action and processes it through PC-III.

Continued on next page

Upgrade Training Request Worksheet for PC-III

Please print the following information legibly.

Name: _____ Rank: _____

Social Security Number: _____ AFSC: _____

Unit: _____ Office Symbol: _____

Date Entered Training: _____ Today's Date: _____

Effective Date of Upgrade Action (if different): _____

Course number of mandatory CDCs and completion dates: _____

Supervisor's Name: _____ Grade: _____

Duty Title: _____ Phone: _____

For 7-level upgrade, date graduated the in-residence 7-level course: _____

Recommendation for Upgrade

I certify the above individual has completed all mandatory requirements for award of
the _____ skill level and recommend upgrade.

Supervisor's Signature

Trainee's Signature

Note for Supervisor: Please include the individual's AF Form 623 with this request.

Figure 4, Upgrade Training Request Worksheet

Requirements for Qualification Training Completion

Introduction	Qualification training takes place when an individual is learning new tasks for their position. It is designed to provide the performance skills required to accomplish the job.
When is Qualification Training Required	<p>Qualification training is required when new training requirements are added to the CFETP. Other times it may be required are:</p> <ul style="list-style-type: none">• Unit mission changes• Job rotations• An individual comes from another base• New equipment becomes available
What Must be Completed	Individuals must complete all 5-level or 7-level required tasks not already certified, but now required. This includes any item identified as a core task and/or necessary for the duty position.
How Qualification Training is Managed	<p>Qualification training is managed in the same way as upgrade training. Supervisors are responsible for:</p> <ul style="list-style-type: none">• Planning, conducting, and evaluating training• Documenting training and training progression <p>This is done with the assistance of the trainer and the certifier.</p>
Updating the Training Status Code	<p>When an individual has completed qualification training, the supervisor requests a change of the training status code through the UETM. The supervisor:</p> <ul style="list-style-type: none">• Completes the Qualification Training Completion Request Worksheet (Figure 5)• Submits the worksheet to the training manager <p>The commander or designated representative approves this action and processes it through PC-III.</p>

Qualification Training Completion Request Worksheet for PC-III

Please print the following information legibly.

Name: _____ Rank: _____

Social Security Number: _____ AFSC: _____

Unit: _____ Office Symbol: _____

Today's Date: _____ Effective Date of Action: _____

Remarks: _____

Supervisor's Name: _____ Grade: _____

Duty Title: _____ Phone: _____

Recommendation for Change of Training Status

I certify the above individual has received hands-on, performance-based training to qualify for their job and has completed all mandatory duty position requirements. Recommend the individual be placed in training status code R.

Supervisor's Signature

Trainee's Signature

Figure 5, Qualification Training Completion Request Worksheet

[illegible]

Conducting Training

Overview

Introduction Conducting training is the heart of the training process. This is where individuals:

- Plan
- Develop
- Schedule training

All three come together so the trainer can instruct the trainee. The Air Force Training Course teaches you how to accomplish these items.

In this Section This section contains five areas.

Topic	See Page
Planning and Developing Training	47
Scheduling Training	52
Instructing the Trainees	53
The Air Force Training Course	54
Additional Notes on this Section	55

Planning and Developing Training

Introduction

In order to have a sound foundation for training, effective planning must take place. The tasks on the training standards are the specific items trainees must learn. When a task is difficult and there is no written guidance, it is advisable to write an objective and develop a task breakdown. Planning and developing training includes:

- Developing objectives
 - Identifying methods
 - Developing a task breakdown
 - Identifying media
-

Criterion Objectives

A criterion objective is a statement of exactly what action the trainee must demonstrate during the final evaluation. It includes three parts:

- Behavior: what the trainee needs to know or perform at the end of training (this is the actual task).
- Condition: identifies the situation the trainee must perform under; what is given or denied (e.g., equipment, supplies, and references).
- Standard: defines the criteria for acceptable performance; how well or accurately the trainee must perform (e.g., qualitative or quantitative).

It can also include the supporting knowledge and skills. A well written objective lets everyone know what is expected and required, and has the same meaning to all.

Methods of Instruction

After deciding what needs to be taught, the trainer must decide on the best method(s) to use. Methods of instruction are ways the trainer instructs the trainee. They include:

- Informal lecture
 - Discussion
 - Demonstration
 - Performance
 - Coach/Pupil
-

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**Task
Breakdown**

Another component of planning and developing training is creating a task breakdown. A task breakdown is a list of step-by-step procedures for performing a specific task. It includes important steps, key points, and stresses safety throughout. A task breakdown should be developed only when necessary. Documents that may already be available are:

- Technical orders (TOs)
- Owner's manuals
- Manufacturer's guides
- Air Force directives
- AFQTPs

**Lesson Plan/
Teaching Guide**

Once the task breakdown is written, the next step is to develop a lesson plan or teaching guide, if desired. Sections of the lesson plan include:

- Introduction: This contains an attention, motivation, overview, and transition.
- Body or development: This is the actual information taught--the task breakdown.
- Conclusion: This area uses a summary, motivation, and closure.

Training Media

Training media is the different ways used to present instruction. There are various types available to supplement the lesson. Examples of media are:

- Study guides/Workbooks
- Career development courses (CDC)
- Qualification training packages (QTP)
- Computer-based instruction (CBI)
- Actual equipment
- Mockups
- Simulators and trainers
- Distance learning

**To Learn More
About this**

This information is discussed more in-depth in the Air Force Training Course. Contact the Unit Education and Training Manager for future scheduling.

Lesson Title

Introduction

Attention:

Motivation:

Overview: In this session, I'll discuss:

- 1.
- 2.
- 3.

Transition: Let's begin by....

Body

Section I.

1.

- a.
- b.

- 1
- 2

2.

- a.
- b.

Transition: Now, let's look at....

Figure 6, Lesson Plan Format

Section II.

1.

a.

b.

2.

a.

b.

Conclusion

Summary: Today, I've shared with you:

1.

2.

3.

Remotivation:

Closure:

Are there any questions?

This concludes the presentation.

Figure 6, Lesson Plan Format (Cont)

Scheduling Training

Introduction	<p>Scheduling is a very important aspect of training. Supervisors need to be aware of the training individuals need and plan for providing the training. This should also be done based on mission requirements and availability of equipment and personnel. This includes:</p> <ul style="list-style-type: none">• Preparing and coordinating a schedule• Coordinating the training area and equipment• Assigning trainees to a session
Preparing and Coordinating a Schedule	<p>After supervisors have identified training requirements and developed training, they need to prepare and coordinate a schedule for training. Contact the other work centers that require the training to ensure personnel (to include trainers) will be available. A schedule that is written down and planned in advance will receive more attention than something that is not well thought out.</p>
Coordinating the Training Area and Equipment	<p>Next, the supervisor must ensure the training area and equipment is coordinated and reserved. This includes making sure the room or location is available when needed, and the information concerning this is publicized.</p>
Assigning Trainees to a Session	<p>Once the training is planned and scheduled, trainees should be assigned to a session.</p> <ul style="list-style-type: none">• It is very important for them to be allowed to attend the training sessions.• Supervisors should make every attempt to not cancel the individuals out of the class.
Finalizing and Distributing the Schedule	<p>After the arrangements have been finalized, distribute the approved schedule to all applicable work centers. Remind supervisors and trainers of the training sessions at staff meetings and informal gatherings.</p>
Be Flexible for Training	<p>Sometimes unplanned training opportunities come up with no notice. Be flexible and take advantage of such occasions. These are great opportunities for the trainee to see real world situations and learn from them.</p>

Instructing the Trainees

Introduction	Instructing the trainees and conducting training is the heart of the training process. It is where the trainer conveys their expertise to the trainee.
The Role of the Trainer	<p>The role of the trainer is one of the most important responsibilities an individual may have. Trainers must:</p> <ul style="list-style-type: none">• Demonstrate proper procedures emphasizing safety throughout• Display a positive attitude• Provide encouragement and reinforcement
Providing Instruction	<p>Trainers may instruct one individual or many. The training may be conducted in a training room or out at a job site. Providing instruction includes:</p> <ul style="list-style-type: none">• Preparing for training• Conducting training• Providing adequate practice time
Preparing for Training	The trainer must ensure the class materials are available, the room is acceptable to teach in, and the equipment required is in good working order.
Conducting Training	<p>Now the focus is on the trainee. The trainer must prepare the trainee for instruction--mentally and physically. This is accomplished by:</p> <ul style="list-style-type: none">• Creating an atmosphere conducive for learning• Allowing for a free flow of communication• Demonstrating the task using the proper procedures <p>Start with the easier tasks, then progress to the more difficult ones in a logical sequence. Also reference the CDCs and AFQTPs for knowledge requirements.</p>
Providing Adequate Practice Time	After demonstrating the task, the trainer allows the trainee to practice. This takes time and patience on the part of the trainer. Expect some mistakes from the trainee, but remain close by to help them out.

The Air Force Training Course

Purpose The Air Force requires all personnel who train or certify enlisted personnel to attend the Air Force Training Course, or have attended a formal trainer and/or certifier's course. This course identifies responsibilities and procedures for planning, developing, conducting, and evaluating training. It is:

- Designed in modules
- Students learn the information in applicable modules

Who Must Attend Anyone who trains or certifies enlisted personnel must attend this course according to AFI 36-2201, *Developing, Managing, and Conducting Training*.

Who Doesn't Attend Individuals who have completed this course do not need to attend the course.

Class Schedules The point of contact will publicize class schedules in advance.

- Identify personnel to attend
- Submit names by the suspense date

Class Information The unit or base education and training manager teaches the class. The class size can range from one to 20.

Class Materials Students will receive a Study Guide/Workbook. They should bring these items with them for class:

- Paper for note-taking
- Pencil or pen, etc.
- Highlighter (if desired) for Study Guide/Workbook
- AF Form 623, with the CFETP

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Evaluating Training

Overview

Introduction The final element in the training process is evaluating training. This is the responsibility of the certifier. It includes:

- Performance evaluations
- Oral evaluations
- Written evaluations (optional CerTests may also be used)

Finally, training is not complete until it is documented. Documenting training is a key factor in ensuring training records are kept up-to-date and accurate.

In this Section This section contains four areas.

Topic	See Page
Conducting the Evaluation	57
Documenting Training	61
Formal Training Feedback	62
Additional Notes on this Section	63

Conducting the Evaluation

Introduction	Conducting the evaluation--certification--is the final step in the actual training process. The evaluation will focus on the trainee's ability to perform the task as required.
The Role of the Certifier	<p>The role of the certifier is to evaluate the performance of the trainee on the core and diamond tasks. The certifier observes the trainee's performance of the task, then determines if the requirements for satisfactory completion were met. The certifier can use the Evaluator Checklist (Figure 8) to guide them through the steps of the evaluation.</p> <p>Note: AFQTP Performance Checklists (located in AFQTPs) must be used for core and diamond tasks.</p>
Preparing for the Evaluation	<p>Like the trainer, the certifier must prepare for the evaluation: This includes:</p> <ul style="list-style-type: none">• Planning and scheduling the evaluation• Coordinating the requirements• Developing the evaluation tool(s)
Developing the Evaluation Tool(s)	<p>The evaluation may consist of one or all of the following items:</p> <ul style="list-style-type: none">• Performance evaluation• Oral evaluation• Written evaluation

Continued on next page

Conducting the Evaluation

Continued

Performance Evaluations

The performance evaluation is an assessment of an individual's ability to perform a task to the required standards. For purposes of consistency in ratings, is it desirable to develop a written checklist. The checklist should include the following as a minimum:

- Background information (e.g., trainee's name, AFSC, date, and training location)
- Task and objective
- Instructions for the evaluator and trainee
- Training references and equipment required
- Steps of the task
- Safety requirements
- Rating criteria

Oral Evaluations

An oral evaluation is a way of assessing the trainee's understanding of the task. When asking questions:

- Limit them to one idea.
- Make the questions clear and to the point.
- Ask "how" or "why" questions to avoid receiving a "yes" or "no" from the trainee.
- Allow a reasonable amount of time for the trainee to answer.

Written Evaluations

Another way to evaluate the trainee is through the use of written evaluations. When designing written evaluations:

- keep the wording simple and direct
- avoid using tricky or leading questions
- keep all items independent of other items on the evaluation

continued on next page

Conducting the Evaluation

Continued

Conducting the Evaluation	Conduct the evaluation in the actual work environment, if possible. If unable to, create a climate that closely resembles the job setting. The evaluation includes:
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- Explaining the certifier's role
- Providing the trainee instructions
- Observing the task performance, then providing feedback.

Providing Feedback	Once the evaluation is complete, the certifier must determine if the trainee met the overall standard for satisfactory completion, and determine the strengths and weaknesses. Afterwards, the certifier briefs the trainee, trainer, and supervisor on the results. In the event of a failure:
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- Review the results with all individuals
- Explain what the trainee failed to do or performed incorrectly
- Provide recommendations for improvement

Finally, document the results of the evaluation on the STS and the AF Form 623a

Evaluator Checklist

Name: _____ WC: _____ Date: _____

Task: _____ Location: _____

Instructions for the evaluator: Use this checklist to guide you through the steps of an evaluation when evaluating the trainee. This checklist may also be used to assess the evaluator.

Describe Instructions for the Performance Evaluation	Yes	No
1. State the purpose of the evaluation and the objective. 2. Explain your role and the trainee's role. 3. Provide instructions for the evaluation. a. Identify any automatic failure items <u>1</u> Time limits (if applicable) <u>2</u> Safety <u>3</u> Step sequence (if steps must be completed in a specific order) b. Miscellaneous information.		
Observe Task Performance	Yes	No
1. Annotate start time, if necessary. 2. Position yourself to see everything, yet remain out of the way. 3. Using a performance checklist (of the task breakdown or other document), mark each step off as it is completed using an S for satisfactory or a U for unsatisfactory. 4. Document strengths and weaknesses. 5. Identify safety violations, as applicable. a. Stop the evaluation <u>immediately</u> if the trainee violates any automatic failure items. b. After correcting mistakes, continue the evaluation to get a total picture for remedial training purposes. 6. Annotate completion time, if necessary.		
Provide Trainee Feedback	Yes	No
1. Review the performance checklist to determine pass or fail. 2. Provide details on strengths and weaknesses. 3. Give suggestions for improvements on any weak areas.		

Figure 8, Evaluator Checklist

Documenting Training

Introduction	Documenting training and training progression is a key factor in managing the training program. As previously stated, the supervisor is responsible for maintaining training documentation with the assistance of the trainer and certifier.
When to Document	Training should be documented as it is started and completed on the training standard and AF Form 623a. This must be kept up-to-date and current to ensure the training record reflects accurate and current qualifications.
Why it is Important to Document	<p>Documentation is also extremely important because it shows:</p> <ul style="list-style-type: none">• Training progression• Strong points• Problems encountered• Attitudes of the trainee• Interruptions in training <p><u>Failure</u> to document could lead to a lack of support for future actions, both positive and negative.</p>
Entries on the AF Form 632a	Entries on the AF Form 623a should be made to show additional information and training progression. The entries should be dated, and include the signature of the trainer, certifier, or supervisor (whoever is documenting the training record), and the trainee. It is important to have the trainee sign the AF Form 623a to acknowledge the statement.
Items to Document on the AF Form 623a	<p>Since the AF Form 623a is used to track training and progression, there are certain times to annotate items. These include:</p> <ul style="list-style-type: none">• Initial orientation and evaluation• Training breaks (e.g. TDYs, leaves, hospitalization)• Decertification and recertification of tasks• Training counseling sessions (e.g. strengths, attitude, areas to improve, and means to improve)• Continuing from other training forms• Training progression and feedback• Change of reporting official

Formal Training Feedback

Purpose	The formal training feedback system provides a means of obtaining feedback from formal course graduates and their supervisors or trainers on the quality of training. The results are compiled and analyzed, then improvements are made to the courses. This is done through the use of:
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- Surveys
- Questionnaires

Who Completes the Surveys or Questionnaires	Normally, surveys or questionnaires are sent to both the trainee and the supervisor or the trainer. This is so the school can get the opinion and perspective of each individual.
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What is in the Documents	The documents are usually one page in length and easy to complete. The content includes statements and questions on:
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- Training quality
- Currency of information, materials, and equipment.

A remarks section is also included for additional opinions or other comments.

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